

Thacher Puella

1929

STORY

Modern Trends in education in the Argentine
Republic

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Thesis

MODERN TRENDS in EDUCATION in the ARGENTINE REPUBLIC

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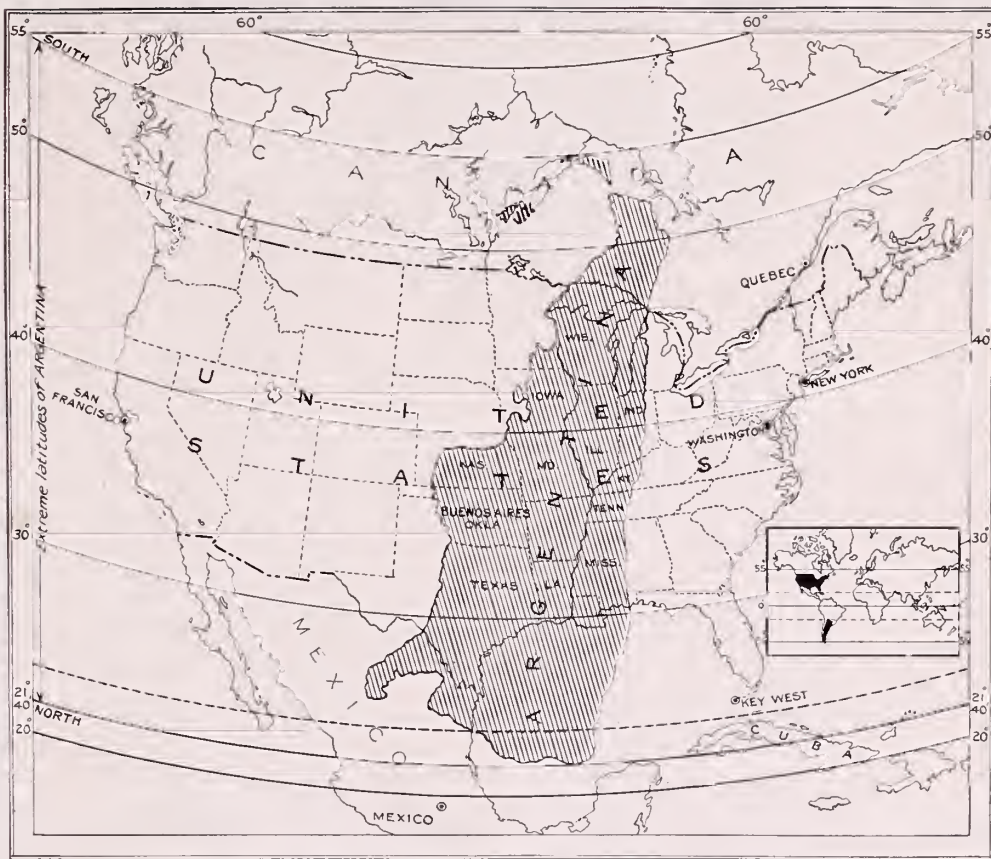
Puella Elizabeth Thacher

(B.S. Boston University, '28)

In partial fulfillment of requirements for the degree of
Master of Education

1929

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LOCATION OF THE ARGENTINE REPUBLIC IF PLACED AT THE CORRESPONDING LATITUDES ON THE NORTHERN HEMISPHERE.

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INTRODUCTION

to

Modern Trends of Education in Argentine Republic



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INTRODUCTION

BUENOS AIRES

"I used to call it 'Boonus Aires',
 Until a friend protested
 That anyone who ever dares
 Say that should be arrested.

"I called it 'Boonus Iris' then,
 But that provoked such laughter,
 I vowed I never would again
 Pronounce the word thereafter.

"But now, at last - no more disgrace!
 I know just what to say.
 I look the whole world in the face,
 And call it plain 'B. A.' " "

The Argentine Republic consists of fourteen provinces, ten territories, and one federal district, and covers an area of 1,153,119 square miles with a population in 1924 of 9,548,092. The Republic has a federal government, the Constitution being in general very similar to that of the United States in the matter of the relations between the central government and the provinces. One of the most important differences between the Argentine Republic and the United States is to be found in the administration, provision, and organization of education. Of the former, as generally is found in the countries of South America, the chief characteristic is that education is preeminently a governmental function.²

Attention of the world, especially the people of the United States, has been recently turned toward the countries of Latin America. The American Round the World Fliers, Colonel Charles A. Lindbergh, and the cruise party of the *Laconis*, with Mr. and Mrs.

¹ Circling South America--Isabel Anderson--p.134

² Educational Yearbook --1926--Dr. Ernesto Nelson--p.3

Larz Anderson among the passengers, all helped to create a better understanding between the two Americas. November 19, 1928, President-elect Herbert Hoover of the United States started on a "Good-Will Tour" from Washington through the Panama Canal, down the west coast of South America, across the Andes Mountains to Buenos Aires where he remained for a week. He then started up the east coast on his return to the United States again. The U.S.S. Maryland took him down and the U.S.S. Utah brought him back. Stops were made at the principal cities on the route and a word or two spoken by Mr. Hoover to the people and government officials at the gatherings. Many of the previous political, social, and ethical misunderstandings between the two Americas were cleared away after this trip.

The Honorable John Barrett, (former Director General of the Pan-American Union at Washington and United States Minister to Argentina, Panama and Colombia, now chairman of the International Pan-American Group and Committee) proposed to President Wilson, the day after his election, and to President Harding, just before his inauguration, that they make a similar tour during their respective terms of office. Both seriously considered such a trip but did not carry out the suggestion. Rather than personally suggest a similar tour to Mr. Hoover, Mr. Barrett wrote personal letters to three hundred representatives, statesmen, editors, and business men distributed through the Latin American countries, inviting their reaction as to the possibility, if he were elected, of Hoover making a pre-inauguration visit to their respective countries. Over two hundred favorable replies were returned to him. Mr. Hoover went and the result has been gratifying.

Mr. Barrett in discussing the above question says the following in regard to the possibilities of importance derived therefrom. "The first all-important specific consideration for President-elect Hoover's trip is that he knows that the United States is facing today, as never before in Latin America, its greatest political, economic, and cultural opportunity and responsibility. The next ten years will more vitally affect this result than any like period since the declaration of the Monroe Doctrine in 1823. Elihu Root captured the imagination and affection of the Latin-American peoples when, in his first Latin-American speech, at Para, Brazil, in 1906, he said; "The newer civilization of the United States greets the older civilization of South America."

Mr. Barrett continues as if to survey the whole southern hemisphere as it would be "if Colonel Lindbergh were taking us in a gigantic 'Spirit of St. Louis' for another good-will trip, to include all Latin America, and see those countries below us: Twenty countries that cover a connected area greater than that of the United States.

A foreign commerce valued at \$5,000,000,000, of which the United States' share is \$2,000,000,000 or greater than that of any other country.

They have a combined population of over 100,000,000 that is growing more rapidly by reproduction and immigration than the population of the United States.

That has in Brazil a country so large that the United States could be placed inside of it, with room for France and Spain left over.

That has in Argentina a greater reach from north to south

in the Southern Temperate zone than the United States in the Northern Temperate zone, (observe this on the map at the beginning).

That has in the Amazon a river navigable for ocean steamships for more miles than all the rivers in the United States together.

That has in Buenos Aires, the capital of Argentina, a city that ranks after New York, Chicago, and Philadelphia in population, and, in Rio de Janeiro, Brazil, one that comes next after these cities.

That has in Lima, Peru, a university that was one-hundred years old before John Harvard or Eli Yale thought of founding the universities that carry their names. That either Colombia or Venezuela is nearer to Key West than New York is to Kansas City and in them could be placed the entire Atlantic Coast States of the United States from Maine to North Carolina.

That could Mexico be placed over the United States it would cover all the Southern States from Texas to West Virginia, excepting Tennessee and Kentucky, and that Chile has a greater extent from North to South in the South Temperate zone on the west coast than California, Oregon, and Washington in the North Temperate zone in the United States."

In a number of the Republics the annual school statistics are not kept, even census taking may be rare, and one must fall back in obtaining reliable data to earlier periods in which such data are to be had or accept estimates which are not always reliable.

¹The New York Evening Post, November 17, 1928.

Part I.

ADMINISTRATIVE ORGANIZATION

Steps in Educational System of Argentina Republic, S.A.

[illegible]

ADMINISTRATION ORGANIZATION

The school system of the Argentine Republic is a highly centralized system under Federal control. The President, as the Chief Executive of the nation, is the head. His cabinet consists of eight members: Minister of the Interior; Minister of Finance; Minister of Foreign Affairs; Minister of Agriculture; Minister of Marine; Minister of Public Works; Minister of Justice and Public Instruction; and Minister of War. The President of the Republic is appointed for a term of six years and received a salary of 96,000 paper pesos (£8,800) 28,000 paper pesos for official expenses. The Vice-President receives 36,000 paper pesos for his salary, and 24,000 paper pesos for official expenses. Both the President and Vice-President must be Roman Catholic, Argentino by birth, and cannot be re-elected, until a period of six years intervenes. Each of the eight ministers receive a salary of 39,600 paper pesos per annum.¹

The President of the Republic controls both primary and secondary education. He is indirectly in charge of the university. The Minister of Justice and Public Instruction, acting under the orders of and appointed by the President every four years with the consent of the Senate, is the educational director of the primary education throughout the Republic. A National Council of Education (Consejo Nacional de Educacion) consisting of five persons appointed by the President with the consent of the Chamber of Deputies, is under the supervision of and in consultation with the Minister of Education. A school council (district council) in each district composed of "five fathers of families," elected by the

¹ Statesman's Yearbook -- 1927.

people annually and appointed by the national council for a term of two years is also under the supervision of the Minister. There are also school inspectors who observe the work in the districts assigned to them. The Minister and the Council of Education have general administration of the schools, but each district has its own local government.

Secondary Education is under the administration of the Minister of Public Instruction. He is assisted by the Federal Board of General Inspection, (Inspeccion General de las Escuelas Secundarias). The General Inspector of this board serves both technically and administratively over the department of secondary, normal and special education of the Republic. An inspection staff of three persons act as advisory agents to the Minister. Each inspector-general is assisted by regional inspectors consisting of a total corps of twenty-two persons. These persons supervise the national schools and, upon request, the provincial and local schools under this department.¹

University education is the most autonomous of all the departments. There is no board of trustees, curators, or regents as an intermediary between the State and the University. The institution must be in harmony with the State regulations, however, but its own particular local conditions may be considered when the question of what, where, and how the school should be conducted. The rector, vice rector, secretary, and treasurer are either appointed by the Government, or, if elected

¹ Educational Yearbook--1926--Dr. Ernesto Nelson.

within the university, the choice must be confirmed by the President of the Republic. Officials and professors receive their commission directly from the chief executive, through the Minister of Public Instruction. The internal government of the institution is vested in a council composed of two or three members from each faculty and presided over by the rector. The council is formed sometimes by election, sometimes by governmental appointment. Each faculty has also its council, presided over by the dean. In spite of the direct and intimate dependence of the university upon the State, very rarely does political domination interfere with the legitimate function of instruction.¹

Private schools, church or lay, are independently managed. Such schools are, however, under the Minister of Public Instruction and are subject to Federal inspection at any time, the same as the national and provincial schools are. The administration and internal requirements of private schools must conform to the standardized curriculum otherwise the graduates would not be recognized as being properly educated.²

Each individual in this educational chain is a single link connected with the other links of the world whether they be political, social, or educational in purpose. Adjustments and corrections must be made through the Minister's office in a satisfactory way or he is removed from office by the President of the Republic. The custom in the past has been to change the personnel of educational advisors rather than reform the system. Whether or not this will be changed as progress is made will be shown in the future.

¹ U.S. Bureau of Education. Bulletin 1912, #30, p. 26.
² U.S. Bureau of Education. Bulletin 1923, #44, p. 3.

DUTIES of the NATIONAL COUNCIL

The National Council oversees all primary education in the national city of Buenos Aires, the national territories, and the national schools in the provinces. Many of the Provincial and private schools are under the Council too. On this council-lory body are some of the ablest mentof the Nation, vested with powers of initiation in the administering of primary education. The annual budget, is drawn up by the National Council members, approved by the Minister of Public Instruction, and passed by Congress as a part of the general national budget.¹

Members of the council appoint the personnel of the primary department, make the final decision upon the "Course of Study" to be administered or any changes to be made therin, and are the final authority upon the administering of all school properties. New buildings, purchased or erected or rented, are taken care of through the council department as well as the equipment and supplies of the schools. It would be impossible for the National Council to administer aid and supervision to all schools in the Republic without tne aid of the District Councils.²

DUTIES of the DISTRICT COUNCIL

There are from fourteen to twenty districts in the country of Argentina to be supervised. The division of power is given to the district councils to assist those of the national council. In 1884 the "Ley Lainez" or Lainez Law provided that a Province might appeal to the National Council for financial assistance in the establishing of schools in their districts.

¹ U.S. Bureau of Education - Bulletin - 1919 #59
² U.S. Bureau of Education - Bulletin - 1912 #30

Council members and inspectors, through personal visits, are expected to observe the hygiene, discipline, and moral tone of the schools under their jurisdiction. Provincial and territorial schools must be kept up to the standard of the national schools. Schools for the illiterates, night schools for all grades, or special schools of any type may be established in each councilman's district, if needed, with the approval of the national council. Prosecution of the truant, if it is deemed necessary, is done by the district councilman. This section of the educational law was not enforced in the Provincial schools up to the year of 1923. Since then many suggestions for bettering the situation and educating the illiterates have been made and carried out by the officials.¹ In every country there are poor children who would be unable to attend school or purchase books without some outside aid. In Argentina the National or District Council may purchase proper clothing and books for the poor children with the matriculation fee which is at their disposal for such emergencies.²

DUTIES of the INSPECTOR-GENERAL

The Inspector-General supervises the secondary schools, national and provincial, throughout the whole country. In the United States his title would be that of the Commissioner of Education. Assistant and regional inspectors take charge of the schools outside of the capital city of Buenos Aires. Under the secondary school department are the National Colleges (Colegios Nacional), the Normal Schools (Escuelas Normal), Technical Schools (Profesados) and special schools which the locality might need. Many of the private institutions are indirectly under this department for social and educational recognition.

¹ U.S. Bureau of Education - Bulletin - 1919 #59 p.22

² Educational Yearbook-1926-Dr. Ernesto Nelson-p. 27

Many of the Provinces are realizing the extent to which the National Council can go in the field of education. Many Provinces are seriously considering transferring their schools to the regime of the National Council. The Province of Mendoza made the first definite move in this direction in August of 1918 when 130 schools were transferred from the Provincial Government to the National Government. Since then others have probably followed their example but no reference has been found to tell which they are.

Dr. Hipolito Irigoyen was constitutionally elected April 1, 1928 and appointed October 12, 1928, for the period 1928-1934 as President of Argentina. This is his second term as he was previously elected on last October 12, 1916 as his first term of office.

Dr. Ernesto Nelson is the present Inspector-General of Secondary, Normal, and Special schools of Argentina. He has served in this position for a number of years.

Dr. Enrique M. Mosea has been appointed president of the National Council of Education (1927), taking the place vacated by the resignation of Dr. Luis R. Gondra.

PART II

Kindergarten Education

KINDERGARTEN EDUCATION

Kindergarten education in the Argentine Republic and other South American countries has not as yet become well organized and systematized as we find it in the European and North American schools. In the past, such classes have been model classes under the auspices of the Normal Schools. During the administration of President don Domingo Faust-Sarmiento was put forth the first idea of adding such a department to the schools. Feeling that the schools in his country had not progressed as rapidly as he would have expected them to in the time past, he started a committee on research in education to help solve the problem. Many "courses of study" were gathered from all parts of the world and reviewed thoroughly and decided which would best suit the needs of the Argentine schools.

With Señor Montt and others, President Sarmiento made a visit to the United States. The purpose of this visit was to become acquainted with the people and the country. They were favorably impressed with the schools, especially in the middle-west, because of their adaptability to the environmental needs of Argentina. After this visit the "course of study" of the State of Michigan was finally chosen as the one for their system.

President Sarmiento made a second trip to the United States and especially to the State of Michigan. He picked twenty "Yankee School-Marms" to return to the Argentine with him. These young women were to organize normal schools and kindergarten classes. It was to be an educational experiment on the part of both parties.⁴

For a while the kindergartens flourished but later the movement of kindergarten education lost its momentum because

⁴ Dr. Ernesto Nelson, Lecture, Cosmopolitan Club, Boston.

the people finally failed to support it. They felt that the work and methods of the young women seemed to lack the infusion of modern ideas and therefore they would not lend their moral and financial support to the movement. At this time it was thought best to annex these classes to the Normal Schools and establish this grade as a school of observation for the students in training there. This was done.

One of the best ways to broaden a person's view point is to let him travel or do research work. Argentina has done both. Some went to Europe and others went to the United States. In Europe they observed the Froebelian system, the Montessorian system, and the Decroly system; in the United States the Kindergarten system and the Dalton Plan. Twenty-two educators in a recent visit to the United States expressed the intention of returning to Argentina to incorporate the Kindergarten or Pre-school classes into the educational system.

In 1926 there were fourteen kindergartens registered in the whole country with an enrollment of 1300 children. These classes are under the supervision and direction of the Normal Schools.¹ It is hoped that in time the kindergartens will be as progressive in Argentina as they are in other countries. On April 30, 1927, the first municipal kindergarten was opened in Buenos Aires. One hundred and fifty children were enrolled in the school under the supervision of Senora Matilde Flairoto de Ciampi and her group of teachers. Since then plans have already been made and funds appropriated for the establishment of similar schools.²

¹ Educational Yearbook 1926 Dr. Ernesto Nelson p.26

² Pan American Union Bulletin September 1927 p.932

The academic work is similar the world over; the development of hand and eye coordination, strengthening of the physical body muscles, and the broadening of the child's experiences, habits, skills and aptitudes mentally and physically as much as possible. In the curriculum we find cutting, coloring, clay-modeling, pasting, and all varieties of activity which are in the course of study for this grade. The advanced pupils begin with the fundamentals of reading, writing, and numbering.

Dr. Ernesto Nelson expressed great admiration for the work that the twenty "Yankees" did for the advancement of education in his country. Their influence has been felt throughout the educational system since their pioneer work was begun but their true worth was not realized at that time.

TEACHERS

A teacher must be (1) a graduate of at least a two years' training course in the normal school, or more; or (2) a graduate of the four or five years course.

SALARIES

The salaries of the teacher depends upon the financial status of the community in which she teaches. The National schools pay the most. Many of the students in the Normal Schools volunteer their services to the schools in the local communities where a teacher is hard to obtain.

PART III

Primary Education

PRIMARY EDUCATION

The Minister of Justice and Public Instruction, assisted by the National Council of Education, controls primary education in the Argentine Republic.

The legal system of public education began in 1884. The chief features of the Act by Congress are as follows:

The aim of the elementary schools is stated to be the moral, intellectual, and physical education of children from six to fourteen. Elementary education is compulsory, secular, and free, books and materials being given free to poor children who are also exempt from the small matriculation fee of one peso.

The minimum course must include: reading, writing, arithmetic, language, history, geography, civics, moral instruction, hygiene, natural history, drawing, music, and physical exercises. For girls domestic science is added to the curriculum.

This act refers only to the city of Buenos Aires and the National Territories but many of its provisions have been adopted by most of the provincial governments in their educational systems.

The control of the primary schools is partly national and partly municipal, although all schools are under the authority and supervision of the national government. Funds are taken from the national treasury and from certain municipal taxes for the maintenance of the educational budget. In the annual budget there is twice the amount of money allowed for education as there is for war, the army, or the navy. Therefore we find two teachers employed in education to every military man employed for protection.⁴ The Minister is assisted by the national board and the local district boards, all members of which hold their positions by appointment of the President.

⁴ Señor Remón García, student University of Buenos Aires in a personal interview at Cosmopolitan Club, Boston.

HISTORY of PRIMARY EDUCATION

Previous to the administration of President Sarmiento there had never been other than a Catholic in the chair. His predecessor, General Bulner, appointed don Manuel Montt Minister of Public Instruction. Approving Senor Montt's methods, President Sarmiento reappointed him to the same position during his term. Through the perfect understanding and constructive cooperation of the two men a great deal was done toward reorganizing the educational system. Since then President Sarmiento has always remained the idol of the people and the students in Argentina.

Feeling that the Church as the head of the educational system had not progressed with the times as other countries of Europe and North America had, he removed the church representatives from office and appointed lay representatives in their places. At first the church resented this move but they have since readjusted their schools to meet the regulations of the national schools.

In 1914 the country began to see that they were not up to the standard politically, socially, or educationally. Although their young men were sent as soldiers and as political representatives to Europe they were not recognized there by the leaders as having a right to voice their opinions. The leaders of the country began to plan for readjustment to meet these needs for recognition and equality in international affairs."

The first reorganization of primary instruction was brought about largely through the initiative and efforts of the Minister of Public Instruction in 1916. An Act passed by Congress early

"Foreign Affairs Magazine - February 1928 - p.

in that year provided a plan by which secondary education would be reorganized to meet the social conditions, the school population according to their age, and the probable future. In this way the primary school proper was to cover four years; the uniform middle school of the first grade one year; and the differential middle school of the second grade two years. Upon these were to be based the national colleges, the normal schools, the industrial schools, the various higher special schools, and the national universities. Though marking a meritorious attempt to articulate the several divisions, the project did not work out satisfactorily in actual operation, and as a constituent part of the national system it was repealed after about a year of operation.

The second stage of primary education began with the educational bill submitted with the approval of the President to the Federal Congress in August, 1918. In this were incorporated changes of far wider scope than any ever before projected. Not only primary education, but the entire fabric of Argentina education was to be nationalized in content of courses, in methods of instruction, and in special preparation of teachers for tasks devolving on them under the new regime. The bill provided for large development of industrial and vocational courses and called for the use of materials peculiarly national and local. It laid stress upon civic and patriotic training, in view of the heterogeneous constitution of the Argentine population through steady streams of immigration and the necessity of molding these diverse elements into a body of patriotic and intelligent citizens. It provided for the establishment of primary schools throughout the nation under more flexible financial and administrative regulations than the old, for the segregation of specific revenues for

the exclusive use of the Ministry of Public Instruction, and the consequent abolition of the old system of national subsidies to individual localities. Especially in the fight against illiteracy did the projected law embody progressive features. The National Council of Education was empowered to establish standard primary schools wherever there were as many as twenty illiterate children of school age.⁴

Primary education since the law of 1882 has been compulsory for children from six to fourteen years of age but the rigid enforcement of this law has not been carried out until about 1916 when a complete reorganization took place throughout the whole system. The Federal government, since 1871, has contributed toward the educational expenses of the provinces on condition that at least ten percent of their own resources be devoted to primary education. The proportion of the national subsidy is not uniform; those provinces that are least favorably situated economically receive proportionately more than the wealthier ones.⁴

The Federal Constitution makes it compulsory for the Provinces to organize "general education" schools which is usually understood as that of the primary grades. Some of the provinces which have legal authority to provide for their own educational needs have not only organized primary schools but have also provided for secondary and university education. Others have barely been able to provide for even primary education. To aid such provinces the "Ley Lainez" or Lainez Law of 1886 was passed by Congress which permits the Federal Government, upon request, to establish primary schools where it is necessary within the provinces, the control remaining with the **Government**. These schools are usually installed in well populated centers, where a constant

⁴ U.S. Bureau of Education-Bulletin-1919-#59-ps.9,20
⁴ Educational Yearbook-1926-Dr. Ernesto Nelson-p.6

attendance of pupils is reasonably assured, by the National Council who give the final decision upon such expenditures.

A survey of the school locations was made about 1914 which showed how much of the property was owned by the school authorities and how much was rented from the local government. In 1915 when the report was completed, a revaluation of all property in the Republic was made by the government officials. Funds thus accrued were respent for new schools where they were needed and for establishing other schools and means of education in the rural districts. The expectations of the people rose to the highest at the thought of having a school within their own limits. As a result of this many of the districts provided better grounds, schools, equipment, etc. than they could afford. Their enthusiasm cooled and the next problem for the National Council was - what shall be done with them. A group of Argentine leaders came forth and saved the day by proposing that all such schools be turned over to the control of the National Council and the Federal Government. The proposition was accepted by many localities and since then more and more of the provincial schools are becoming national schools.¹

This act has added possibilities to the districts to provide adequate educational facilities for their locality. The national schools are enforcing the observance of the compulsory school law. "A child shall attend school between the ages of six and fourteen or the parent of the offender may be punished by law by imprisonment. In case the parent cannot and will not then obey the law the State will take the child from the home and place it in school at its own expense until the parent is willing to conform to the law."²

¹ U.S. Bureau of Education-Bulletin-1912-#30
² Senor Carlos Cassio, Lecture.

TEACHERS

The qualifications of the teachers vary according to the locality in which they are placed. Only graduates of the National Schools can teach in the national schools thereafter; although they may voluntarily teach in the Provincial schools. Graduates of the Provincial Normal Schools can teach only in the provincial schools from which they came previously. Due to this condition many of the provincial graduates have voluntarily established schools of their own or opened, under the authority of the Councils, schools for the illiterates and night schools. In a number of the republics the law requires that only citizens be employed as teachers in the private schools.

National School teachers must hold a certificate or diploma from a four or six years' course or training in the National Normal School or College. A few have been allowed to teach after graduating from the special high school (Liceo). Provincial School teachers must hold the two year normal certificate from a national or provincial normal school before they can legitimately teach. Such teachers are listed in their category on the eligible list. Those holding the certificate of the four years' course are the second category and may teach in the primary schools and some of the secondary schools. But those holding the diploma from the six years' course may teach in the primary or secondary, or technical schools (sometimes called professional schools). There has just been passed a new regulation of the National Council of Education stating that in the future, candidates for teaching positions in the national schools in the Provinces will have to be graduates of the National Normal Schools. An exception to this rule will be made in the case of candidates who were teachers prior to this time and who retired of their own accord.

The appointment of teachers, assistant principals, and principals to the schools in the provinces is done by the District Council. From a list of eligible candidates, the district board chooses three names which it presents to the National Council for confirmation and final appointment. In 1919 there were about 82 per cent of the teachers in the primary schools, women.

SALARIES

The salary of teachers in the Argentine schools have a great range in figures as they do in the United States. Many of the districts are able to pay only a small salary and the work is considered charitable in nature. In the Provincial districts it is usually much lower and in many cases difficult to collect.

In the National schools the salary is fixed and definite. The fact that the teachers in Argentina do not concentrate upon that one profession entirely has some bearing upon the situation of the pay question. Many of them have other occupations which they follow and do teaching as a side-line for the social prestige that it carries with it. The salary of the teachers is based on the time employed in service which in the end is higher than the average in other countries which employ full-time teachers.

The following are statements found in regard to this question: In 1918 the legislature of the Province of Entre Rios enacted into law a series of provisions guaranteeing the stability of the scale of salaries for teachers in provincial schools. Promotion and increase of salary were based rigorously upon merit; teachers were declared unremovable during good conduct

and fitness; initial salaries were fixed as follows: a) for rural teachers, \$100 per month; for special teachers \$80 per month. Every five years the teacher who has worked in the same place for that period shall receive a bonus of 20 percent on his initial salary.ⁱ

In 1923 there is the following report which has not changed a great deal in reality since that time:

In the primary department of the Federal schools there are three divisions of rank as follows: the first or lowest, covering the first five years of experience, paying (at par rate of exchange) \$109; the second, covering the second five years of experience, paying \$141 per month; and the third or highest, covering teaching experience of more than ten years and paying \$161 per month. For work in the evening session the teacher receives additional pay and is also free to seek other employment at odd hours. The teaching hours in the primary schools are three hours and twenty minutes for one session, six days a week, making a total of twenty hours a week. A teacher cannot teach in all three divisions.

There is a pension system covering all departments of the public schools, and five percent of the salary of all teachers is reserved each month to be applied to the pension fund. After twenty-five years of service in the Government schools, the instructor is "jubilavido" or pensioned on full salary.²

In 1925 the following report was given for the national school teachers:

The salaries of teachers, principals, and supervisors are

ⁱ U.S. Bureau of Education-Bulletin-1919-#59-p.17
² U.S. Bureau of Education-Bulletin-1923-#44-p. 7

as follows:

Pesos per Month		Pesos per Month	
Supervisors	700	Teachers, first category	312
Principals, superior school	380	Teachers, second category	280
Principals, elementary sch.	360	Teachers, third category	266
Assistant Principal	312		

The categories are not reached by any automatic or objective devise, but are drawn up by a special committee of supervisors from time to time. There is, however, a movement to establish fixed principles of promotion. Principals or superior schools usually have living quarters in the schools or else receive an allowance of sixty pesos a month.

A pension of ninety-five per cent of the average salary earned in the last five years of service is paid to teachers retiring after twenty-five years of service.¹

SCHOOL TERM

In 1918 the national council felt the need of changing the school terms to meet the needs of the teachers, pupils, and all adults in the republic from the standpoint of health. After an investigation of long duration, it was found that the school year did not coincide with the climatic conditions of the republic. The council therefore decided that the school should hold its first session from March 1 to June 30, followed by a three weeks vacation period; from July 21 to November 20 followed by a long summer vacation during which there might be conducted for the primary schools a summer school session. This is the present division of the school year.

¹ Educational Yearbook, 1926, p. 30.

It was proposed by many of the teachers, principals, etc, on a questionnaire blank sent to them in 1919 that the school term be changed. It was suggested that from October 15 to April 15 the morning session be held from 7.30 to 11.00 and from April 15 to September 30 the afternoon session be held from 12.00 to 4.00 o'clock. Such a change has not been authorized by all to be followed as yet. The present time in the primary schools is from 8.00 to 11.30 and from 1.30 to 4.00 o'clock.

The primary school includes eight grades from the age of six to fourteen which is compulsory. There are three categories: the infant schools containing only the first and second grades at which the pupils are coeducational; the elementary school containing all grades up to and including the fourth grade which is also coeducational; and the superior schools which are the complete six-grade schools and segregated classes. All boys and girls are separated into different buildings but given the same curriculum after the age of ten. This is an old custom which has been passed down from the Spanish people. Some of the schools offer an additional two years course in household science to the girl who is not planning to attend a secondary or higher institution. At the completion of the primary school, the graduate is qualified to enter the secondary schools.

Attendance to the primary schools cannot be determined because of the lack of annual census taking in that country. The following situation will show why most statistics (1919) showed that there was a discrepancy in the report. In the Primary department the statistics showed that there were about three per cent more girls than boys, while the school census of the same year showed about eight per cent more boys than girls.

The provinces of Entre Rios, Tucuman, San Juan, San Luis, and La Rioja have adopted the official school age as that from six to fourteen. In some of the other provinces the school age varies according to sex. The schools in the national schools of Buenos Aires for four years in length, having the official school age from eight to twelve years of age. This discrepancy here is because there is the preschool and kindergarten school which is in conjunction with the normal schools. The provinces have the six year school term.

CURRICULUM

The course of study in the primary schools of Argentina is much richer and more intensive than that of the same period in the United States. Subjects offered in the primary course are as follows:

Spanish, including reading and writing;
 Arithmetic and Geometry;
 History and Geography;
 Nature study, plants, animals, minerals ;
 Physiology, Physics, and Chemistry ;
 Drawing, Manual training, Domestic science;
 Music, Physical education.

In the subjects of physics and chemistry, only the simplest elements are presented and described. The pupils are only required to memorize the simplest facts in preparation for all future examinations.¹

The minimum course in the national primary schools must include: writing, reading, arithmetic, language, history, geography, civics, moral instruction, hygiene, natural history, drawing, music, and physical exercises. For girls domestic science is added to the curriculum.²

The lessons are given in parallel instruction. That is, the fact of one country will be learned parallel to that of a similar situation in their own country. For example: in history

¹U.S. Bureau of Education Bulletin 1923 #44

²Educational Yearbook 1926 Dr. Ernesto Nelson p.26

the advantages and disadvantages of conditions during the administration of President Washington in the United States to that of the administration President Sarmiento in the Argentine. In this way the children associate their own country in relation to other countries of the world. Señor Cassio, instructor in the University of Buenos Aires, School of Law, said: "The limited supply of available books in the Republic on United States geography, history, and literature is keenly felt by teachers of these subjects." Books on science, literature, history, and geography of the European countries has always been in our libraries and we hope some day to have similar material to represent the United States in those fields. The only way the majority of our people have of becoming acquainted with the States is through the movies. This is not the most favorable means of teaching any country about another."

The practical subject is always taught from the cultural side, also, in the Argentine schools. In this way they strive to give a broad, enriched course without forgetting the essentials. Representatives from the Argentine, after observing the modern methods of instruction in the North American schools, felt that the latter has lost sight of the goal and are wandering too far afield for a good educational background. It will not be long before, they too, in Argentina will feel the call for a progressive type of instruction. Education of the "new era" has already introduced into their schools through a very enthusiastic teacher, Señora de Rezzano, principal of No. 5 girl's normal school in Buenos Aires, new ideas.

'Sr. Carlos Cassio, lecturer, International Institute,
Boston University, School of Religious Education, Feb. 1929.

PART IV

Progressive Education

PROGRESSIVE EDUCATION

Following the World War period many of the educators of Argentina began to awaken to their standing in the relation to other countries of the world. In order to arouse public sentiment they produced a report on the result of a follow-up survey of the graduates from the primary schools over a long period of time. This survey showed that of the people annually completing the 4a elementary grade only 45 percent continued into the colegios nacionales, as contrasted with 55 per cent who went into the 5a grade and commercial schools, while on a moderate estimate 60 per cent left with insufficient equipment for their needs as useful members of society. It was proposed to put in a common intermediate school of three years of a practical character which would carry on the general elementary instruction by means of book lessons. This intermediate grade was to be for special experiments and practical methods to determine the individual aptitudes by which further training might be determined. In order to carry out such a plan would have meant the reorganizing of all the higher institutions. Needless to say this plan was not received very graciously although it might in time become one of the strong features of the education, as the junior high school movement has in the United States schools.

The Nueva Era (New Era) has taken a strong hold of the educators in one of the normal schools in the last three or four years. For the introduction of newer methods into Argentina, Señora Clotilde Guillén de Rezzano, principal of No.5 girls' normal school in Buenos Aires, is largely responsible. Many teachers had been following the movement through the educational press, and prior to 1925 there had been an unsuccessful attempt

to introduce the Decroly system in the Province of Santa Fé, but it was not until Señora de Rezzano offered to teachers in service an opportunity to study the new methods in the normal school that the movement gained headway. This school has become a center from which teachers receive inspiration to try the new methods; school principals and supervisors have also become interested, and in many cases associations of parents are helping by supplying necessary equipment. Thus, with or without the help of the authorities, a number of schools in Buenos Aires, are experimenting, including the practice school of one of the advanced normal schools that prepare teachers for the secondary grades.

In an interesting study submitted to the Lecarno Conference of the New Education, Señora de Rezzano describes the methods employed in the practice school connected with No.5 Normal School. The first grade comprises about 30 children six years of age who have had no kindergarten training. The equipment consists of tables for five, sand table, reading charts, geometric shapes, and constructive toys, and for each child a set of cards containing letters, syllables, the words found in the first four lessons, numbers and arithmetical signs, pictures of objects, and a slanted rack to hold the cards. After dramatizing the phrases on the chart, the child reconstructs them with his cards, using successively the separate words, the syllables, and finally the letters. Simultaneously he learns to write by drawing the letters and words. Cards are similarly employed for number work. Drawing and hand-work are free activities stimulated by imitating the teacher. Use is made of games, rhythmic movements accompanied by the singing of a single musical phrase, etc. All instruction is individual. In four months the children have mastered the essentials of reading, writing, and number, and take up an activity curriculum based



on "centers of interest." In the second and third grades the work is continued around "centers of interest," through which social ideals are gradually evolved.

Señora de Razzano states elsewhere that she finds the Montessori materials the most useful for the beginners, and the Decroly system for the second grade, and that she believes the Dalton Plan will be the best for the upper grades. A series of assignments on this plan has been worked out for the sixth grade.

In a report to the school supervisor submitted by a committee of principals and teachers which made a special study of Señora de Razzano experiments, the results were declared to exceed those in other schools, and while it was recognized that the new methods might not succeed under a teacher of less experience and enthusiasm, their adoption as a model for experimentation in the primary school was strongly urged.⁴

ILLITERACY

The original organic law on education, 1884, provided for the establishment of schools for illiterates but because of the lack of funds was never put into operation until 1914. It was ascertained by systematic count that nearly 35,000 children of the Territories were not in school although only 6,000 of them lived in towns. The first of the traveling schools (escuelas ambulantes) was located in the Province of Catamarca, and in the mountain regions of Rio Negro and the Chubut. The schools are built of materials which are easily transported. Each school will accommodate about 25 pupils and a teacher. Sites in which the greatest number are accessible are chosen because each

⁴ Pan American Union Bulletin May 1928 p.462

session is only four and one-half months in length, the teacher carries the necessary equipment for instruction with her as she traverses by foot or muleback from place to place. Courses of study in these traveling schools include instruction in reading, writing, elements of arithmetic, and hygiene. It has been found, through testing, that the children of these schools with four and one-half months work are on a par with those of the national schools which have nine months work (primary school) instruction and the standard number of subjects."

Teachers for these traveling schools are given a two year Normal course and certified before they are allowed to teach any where by law. Women pupils of the third and fourth years of the normal school at Santa Fe offered to instruct illiterates in the afternoons and nights in reading, writing, the elements of arithmetic, national language and history, and practical personal and school hygiene as their practice teaching requirements. In 1916 there were twenty of these schools established and in 1917, twelve more were added.

As a parallel to the traveling school (escuelas ambulantes) is the school nearer town called the home school (escuelas del hogar) which is not established at less than five kilometers from an established primary school which is supported by the national, provincial, or local funds. At this schools is special instruction exclusively for boys from 15 to 20 years of age. It may be located at any point. A candidate to teach in the home school must be a man 20 years of age, of good moral reputation, certified by the chief civil official of his residence, and speak the national language correctly as well as be able to instruct in it. Some of the schools have the official ranking of an auxiliary to the already existent schools. They accommodate

*U.S. Bureau of Education Bulletin 1919 #59

illiterates from eight to twenty years of age.

The curriculum, in the home school, is that of reading, writing, the four fundamental operations of arithmetic, the duties of the Argentine citizen, elements of ethics, as a minimum. Such a school may be opened by the teacher with five pupils as the minimum number.

Related in character to the home schools of the Province of Mendoza, the tutorial schools (escuelas tutoiales) were established by national decree in 1916. This law applies to all the Provinces and especially to the Territories. In these schools any number of children not regularly enrolled in the primary schools may be taught by private individuals. The point of establishment is designated by the National Council of Education.

Instructors in these schools must conform to the requirements of primary teachers or teachers regularly engaged in primary work. Those in the regular work receive additional compensation for such instruction. The only limitation upon a teacher is that she may not teach in all three sessions. She may teach either morning or afternoon or morning and night. The decree of 1916 also provides remuneration for all persons, not teachers, who are certificated to teach illiterates, whether children or adults, to read and write. This remuneration fee is to be fixed by the general council of education of the Province or Territory serving.

In this way the illiteracy problem is met easier than it could possibly have been accomplished with the founding of regular school classes. Kindergarten classes and primary schools require a minimum number of 15 to 20 pupils. Many of the tutorial schools are the equivalent of the vocational schools.

In 1928, every educator from the Argentine points out with pride the fact that the illiteracy percentage has been rapidly reduced in the last forty years and especially since this movement has been going on. Much of the illiteracy has been caused by the lack of communication facilities and the vast zones in which agriculture and cattle raising are carried on by a roving group of people. The final reduction of all illiteracy will be through a slow, steady process from generation to generation.

To become a citizen of the Argentine one must live in the Republic for two years only. There is no reading or writing test given to the immigrant as he enters the folds of that civilization. It is assumed that he will learn the language from his natural contact with other people of the country. This law may not always remain in this way, however. At the present time there is a large influx of Japanese coming to the country. What the result will be cannot be foretold."

SPECIAL SCHOOLS

Special classes for the deficient or backward child have just been established in Argentina. It is hoped that this will keep more children in school than have previously stayed. The following chart although not perfect gives an idea of the attendance in school of those that go on year after year.

AGE				NUMBER			
6		88		10		84	
7		100		11		72	
8		98		12		60	
9		89		13		39	

In many of the provinces a new impetus is occurring in the field of industrial, commercial, agricultural, technical, and professional schools. The real cultural student is not wholly in sympathy with the new type of school now in vogue. As we find all over the world the feeling is, something is lacking in the education which is necessary to the future happiness of the individual.

Private schools, church and lay, cover about one-fifth of the primary education. They are independently managed but are subject to the supervision of the National Council or the Provincial Council in which they are located. They must conform to the standard curriculum regardless of their aim. A periodical report by the school must be made to the council of the attendance of enrolled pupils in the school. They must be willingly opened to inspection whenever the request is made.

SPECIAL CLASS

Accompanied by Argentine officials, Doctor Maria Montessory, the famous Italian educator now in Argentina, visited the home school for retarded children in Torres. This school cares for 638 boys and 290 girls, housed in separate sections, where, after examinations and classifications according to their mental and physical capacity, they are given agricultural and manual training in addition to instruction in other subjects.¹

The Binet-Simon tests are given periodically and recorded on the reports of the mental and physical progress of the children. After years of research, medical men and psychologists, in Argentina feel that the physical growth and development more closely correlates with that of the mental growth and development.²

¹ Pan American Union Bulletin January 1927 p.76

² Professor Mercantes, University of La Plata, Lecture, Harvard

SPECIAL FUNCTIONS

In Argentina the desire to teach as well as act in true friendliness toward all nationalities of the world is shown in the school curriculum. The population in this country is cosmopolitan in nature and so the need is met from the social as well as the educational point of view.

National aspects of life are expressed in the teaching of history, geography, and language. Every child is required to take at least one period of English from the elementary school through the University; Spanish is the native tongue. The following days have been set aside by the authorities for the expression of patriotic sentiment: May Week to commemorate the beginning of Independence; Flag Day; when their national flag is the leader but all other flags are in the celebration too; Memorial Day in memory of those who died for their country; and Day of Historical Americans.

Side by side with this national spirit there has developed an interesting continental spirit, tending to inculcate love and respect for other countries of the Continent. Thus twenty schools in Buenos Aires have been given the names of as many American Republics; each of these schools display a flag of the nation whose name it bears. The activity is reciprocated in other Latin-American lands where a number of "Argentine Republic" schools have sprung up. This reciprocity in turn stimulates an interest in the geography and peoples of the country concerned and has also led to the development of an interchange of pupil correspondence. There is one school named the "United States School." Following the custom of past years the Independence Day (July 4th) of the United States was celebrated at School No. 14 of District No. 1. This year a flag given the

school by the Patriotic Society of American Ladies and the American Society of the River Plata was presented by Mr. Ralph Walter Huntington before a group of school officials, members of the United States Diplomatic Service and of the American colony. The celebration ended when the children, singing patriotic marches and waving small flags of both countries, passed in front of the portraits of San Martin and George Washington. It has been expressed by the people there that some time there might be a similar school named for the Argentine Republic in the United States and the two schools become acquainted through corresponding and possibly personal visits.

Mr. Ward of the Ward Baking Company of the United States founded a school in Argentina in memory of his deceased father. A student of this school was Señor Ramón Garcia, one of the delegates who recently visited the United States. English is the language of instruction in this school and the curriculum is the same as that of the national schools. Many of the students from this school enter the Universities after completing the secondary school. Senor Garcia is at present entering the fifth year in the University of Buenos Aires, School of Chemistry.

School festivals are common as well as the other national celebrations. The following special days are observed: Day of Humanity (first day of spring); Race Day (October 12, celebrating the discovery of America and commemorating the Latin race); Home Day (closing day of school); Arbor Day; Animal Day.

The promotion of thrift has been started by the schools with the instalation of the school bank and the postal savings which have been instituted by law in Argentina in recent years.

PART V

Industrial, Vocational, and Special Education



PRACTICAL and INDUSTRIAL EDUCATION

The Constitution (1862) of Argentina empowers the national congress to provide for education and the present work gives a brief history of the attempts to improve and modernize the national system, principally since 1884. Doctor Zubiaur has written extensively upon the subject in his book "La Enseñanza Practica e Industrial en la Republica Argentina," which has been translated into English.

The Argentine Industrial Congress adopted the following recommendations, drawn up by Doctor Zubiaur:

To affirm the necessity of giving a practical and industrial tendency to all grades of education and to urge the necessity of establishing industrial schools for giving instruction in the industries of the districts where they are situated, and insist upon the importance of interesting the people in maintaining these schools.

It was, with the exception of a few isolated efforts, that no such institutions as those now called everywhere "industrial" or "agricultural" or "technical" schools, were known in the country until the presidency of Sarmiento (1868), when that ardent advocate of education included instruction, in a rudimentary form in his general system of education.

Early attempts to introduce the study of the mathematical sciences in Buenos Aires had been discouraged by the Spanish court; but the school of mathematics and nautical studies which were established in 1799 and had been suppressed by the Spanish Government, was reopened in 1810, and gave excellent result until it was annexed to the young university (in 1821), in which the natural sciences were taught in conjunction with medicine. Civil Wars and the disturbed political condition of the country inter-

rupted the progress of education until 1862, when President Mitre, as far as he could do so with the limited means at his command, undertook the maintenance of both primary and secondary as well as university instruction. But under President Sarmiento the modern ideas of practical education were ably advocated by the Minister of Public Instruction, Doctor Avellaneda, who pointed out the fact that industries owe their perfection to secondary knowledge and that manual labor must go along with instruction in the sciences; and he illustrated his position by the then recent universal exposition of 1867 in England, where could be seen the results of such a combination. Doctor Avellaneda, insisted that it was necessary to keep in mind the peculiar needs of Argentina in introducing technical instruction into the country, and accordingly such instruction was inaugurated by creating departments of agriculture in the various "colegios", together with departments of mines, which latter had an ephemeral existence but led to the establishment of a national school of mines, which was reorganized in 1897.

The plan of studies of this school includes all the subjects necessary to a thorough theoretical and practical knowledge of mining engineering and metallurgy.

Another school which embodies modern ideas is the national industrial school, which includes in its course both mechanical and chemical industries. The published progress includes the Spanish language, calligraphy, French, History, and Geography, Natural Science, Free-hand Drawing, Mathematics, Lineal-Drawing and Descriptive Geometry, Machine Drawing, Chemical Technology, Physics, Chemistry, Graphic Statics, and resistance of materials, Mechanics, Mineralogy, elements of machines, construction of

machines and mechanical technology, electro-technics, heat and its applications, bookkeeping, manual work, and industrial operations. The school grants degrees and its graduates become superintendents of works.

Manual training was introduced into Argentina in 1889, The subjects of instruction included sloyd, parquetry, modeling in paste-board, bookbinding, and photography. Workshops were provided in which hand work could be properly carried on. The method of teaching sloyd was adopted from the normal schools of ~~Näas~~, Sweden, with some modifications suggested by Argentine requirements. A course in carpentry was inaugurated which included in its theoretical instruction such subjects as elementary geometry, and geometrical drawing, design, and ornament. The aim is to make all the industrial schools partly, if not wholly, self-supporting by the sale of their products.

In 1896 manual training was officially introduced into the primary schools of the capital. Extending from the first to the sixth grade, the work, beginning with braiding, weaving, making **pasteboard** patterns, geometrical figures, etc., extending to wood-working and modeling. The national congress of education has since attempted to introduce this branch of training into the territories, and wisely began their task by establishing workshops in which the teachers themselves could receive the necessary instruction, one great obstacle to the spread of manual training being the want of teachers.

Scientific instruction in agriculture was **contemplated** in Argentina as early as 1823, when President Rivadiva showed his understanding of the true needs of the country by advocating the establishment of a school of agriculture and a garden of acclimation. A noteworthy provision of the decree he issued

was that the government should appoint annually six sons of meritorious working men as students in this school. When the country had become quiet after a succession of civil wars a department of agriculture was created, in 1871, with the special object of diffusing a knowledge of all things relating to agriculture throughout the country; but little was effected in this way, principally through want of funds, until the department was converted, in 1899, into the Ministry of Agriculture, in which was included a division of instruction. Since then a new era has begun, and a number of schools of agriculture, have been established in the different provinces, with plantations, vineyards, and the other necessary equipment, in which, instruction is given both in theoretical and practical agriculture. Since 1896 six agricultural (agronomy) schools have been established in various parts of the country.

The main purpose in all these schools is to turn the pupils out into useful citizens rather than just a tradesman. Societies and fraternities have been organized to aid intelligent and poor boys in acquiring an industrial education, which are supported by private means, and in some cases the Government aids in the work. Religious societies, as always, are prominent in charitable work of this kind, and the various orphan asylums and sisterhoods have workshops connected with their schools. A number of charitable individuals including ladies of means, have also contributed largely to providing instruction in agriculture and the mechanic arts in the schools of the different sisterhoods and religious orders.

The aptitude of the young women studying cooking in the school is much the same there as in the other countries. Young women object to practicing cooking in school because they desire

to be young ladies and regard such occupation as degrading. Nevertheless, in the State Normal Schools and in the primary schools, practical or "professional" instruction is given, besides domestic economy, and full programmes of manual training for boys and domestic science for girls, together with the historical review of the subject of the education of women and the methods of teaching employed people elsewhere.

It is noticeable in the summary as Doctor Zubiaur sees it; there should be more obligatory requirements put upon the English language teaching in the schools than on Latin. He believes that English is the language of liberty, industry, and organization. The influence of Doctor Zubiaur is being shown in the schools at this time because of the complete industrial schools which are in active service and the greater number of hours put onto the English language in the curriculum of all schools.

Doctor Zubiaur was a member of the National Council of Education of Argentina, 1904, formerly inspector of normal schools, and President of the National College of Uruguay. This report was of 1904 and has been printed by the United States Bureau of Education in the Bulletin of that year.

The Santa Catalina Agricultural School, subordinate to the University of La Plata, has been reorganized with a new curriculum for practical training in agriculture and livestock raising. Improvements have also been made in the agricultural, livestock, poultry, laboratory, and dairy sections. The students are mostly minors, who live at the school. There are other similar schools to be found throughout the whole Republic.

VOCATIONAL EDUCATION

Over 95 per cent of those who complete the elementary schools in Buenos Aires proceed to some higher institution-- 61 per cent enter secondary schools; 28 percent go to higher commercial schools; and 11 per cent enter the higher industrial schools. The absence of a surplus of elementary school graduates going to trades and other occupations explains why so little industrial work is provided in the elementary schools.

Every system has a large number of pupils drop out of school as soon as they are able. For this reason, Argentina has put a greater amount of stress upon the manual training in the primary schools than they otherwise would have done. Another activity is the agricultural education through the home or school gardening project. If the locality warrants it there will be an institution of higher learning to which the pupils may go; otherwise he is left to shift for himself as soon as he completes the elementary schools. A section of the Children's Garden Club was recently opened in the neighborhood of apartment houses built by El Hogar Bank of Buenos Aires near Chacabuco Park. The children of this new section are undertaking the preparation of gardens for the houses of that neighborhood, each child being allowed to care for as many as three during two hours daily when he is out of school.

In the tutorial schools for boys, the curriculum is a very practical one with learning various occupations; such as, wood, straw, leather, and metal material might be used with. The girls learn dressmaking, millinery, cooking, and various domestic duties of the practical nature. With the other work is given the health studies which every one needs whether they are in a special type of school or a university.

The Minister of Public Instruction administers over the schools of a technical or industrial nature. There are three divisions of industrial training. The lower industrial schools are for the pupils who drop out of the elementary schools at an early age, whether public or private. The intermediary industrial school prepares boys who have not completed the course of the elementary schools, to be skilled artisans or foremen. The Secondary Industrial Schools are of secondary school standing and require the completion of the elementary school. These are known as higher national industrial schools.

The lower national industrial schools receive boys over twelve years of age, who have completed the third grade of the primary school. The work is based on the common elementary industries employing wood, leather, metals, clay, etc. The Salesian Fathers provide private schools in the arts and trades. Their courses are of a practical character and include hand and power training in carpentry, tailoring, shoemaking, blacksmithing, sculpture, instrumental music, and printing. Some of the schools specialize in agriculture.

The intermediate industrial schools receive pupils from fourteen to seventeen years of age. Boys who have not completed the above school may enter here. Here the course is five years in length and the school prepares mechanics for the navy and men for the army. There are two public schools of this type; one prepares for the navy and the other for the army. The last two years of the naval course is spent on shipboard. The school for the army grants about two hundred scholarships to young men between 16 and 21, who are selected by examining commissions sent to different parts of the country.

The Society for Industrial Education provides schools under their private supervision for intermediate industrial education. There are opportunities to enter more fields of industry than in the public schools. There are the following: schools for mechanics and electricians; school of drawing; school of industrial chemistry; school for radio operators; school for internal combustion motors; and a short course in elementary electricity. Another private institution is the School for Mechanics and Draftsmen which prepares mechanics for the merchant marine and even for the navy.

Secondary industrial schools are five in number; three are under the Minister of Public Instruction and two are connected with the Litoral University. Courses in these schools are usually six years; the first four years are devoted to general instruction and fundamental technical training; the last two years are devoted to specialization in chemistry, electricity, mechanics, and building. At San Luis there is a small school of chemical industries which was formerly the school of mines.

Under the law of 30th of September 1924, the minimum age for employment in industrial and commercial establishments is raised from 12 to 14 years, while 12 is fixed as the minimum in other occupations. Children under 18 may not be employed for more than six hours per day and 36 hours per week, and no woman may be employed for more than eight hours per day and 48 hours per week. Night-work and employment in dangerous occupations are prohibited for boys under 18, and for girls and women of all ages. Boys under 14 and unmarried girls under 18 may not engage in street trading either on their own behalf or for an employer. For the law which obtained previously see

1924 issue of The International Handbook of Child Care and Protection. The Republic is a member of the International Labour Office of the League of Nations, but has not yet (January 1928) ratified the convention with regard to the minimum age for employment of children in agriculture, but proposals are under consideration by the Government.

GIRLS' TRADE SCHOOL

A candidate to this school must have completed the first four years of the elementary school. The national capital, desiring to promote the native art of weaving, which once flourished so widely in South America, has established a summer school of weaving for elementary school teachers. The course in this school is two years.

In the following regular trade school the special courses available are listed:

COURSE	YEARS	COURSE	YEARS
Embroidery	4	Artificial flowers	3
Linen work	3	Gold embroidery	3
Lacemaking	4	Millinery	3
Dressmaking	5	Jewelry	4
Weaving	4	Bookbinding	3
Telegraphy	1	Painting, drawing, and decorative arts	4

In addition to the industrial opportunities of the day schools for boys there is also the night continuation school in Buenos Aires and La Plata. Upon the completion of the course taken, the student immediately enters that occupation if there is a vacancy for him. The requirements are graduation from the elementary school to enter the trade course direct; otherwise one

must pursue the study of practical arithmetic, geometry, projective drawing, lettering, mechanical drawing, and hygiene or first aid.

The National Council of Education has organized a number of courses for the pupil who has completed the primary school and desires to continue his studies while working at an occupation. In such schools there are the following courses: reading, writing, drawing, language, mathematics, history, geography, civics, nature study, and anatomy and physiology. The special courses are dressmaking, weaving, embroidery, knitting, home economics, French, Italian, English, applied design, shorthand, typewriting, and accounting for women; and accounting, shorthand, typewriting, French, English, Italian, mechanical and decorative drawing, telegraphy, electrotechnics, and industrial chemistry for men. The classes meet three evenings a week for two hour sessions. Similar classes may be found in the University extension courses in the United States.

Institutions known as "popular universities" are largely attended by adults. Such schools are really vocational high schools offering courses in accounting, drawing, shorthand, typewriting, and millinery as well as in dairying, canning, and many other phases of education.

COMMERCIAL EDUCATION

Commercial education is under the Minister of Education and pursues a curriculum and time which is shown in the chart on the following page.

COMMERCIAL EDUCATION

	I yr	II yr	III yr	IV yr	V yr
Accounting	3 hrs	3 hrs	4 hrs	4 hrs	6 hrs
Business organization	--	--	--	3 hrs	--
Commercial law	--	--	--	--	3 hrs
Political economy	--	--	--	--	2 hrs
Economic legislation	--	--	2 hrs	2 hrs	--
Commercial wares	--	--	--	5 hrs	5 hrs
Shorthand	--	--	--	--	2 hrs
Typewriting	2 hrs	2 hrs	2 hrs	--	--
Penmanship and drawing	3 hrs	2 hrs	--	--	--
Language	5 hrs	4 hrs	3 hrs	3 hrs	3 hrs
French or English	5 hrs	5 hrs	3 hrs	3 hrs	3 hrs
Geography	3 hrs	3 hrs	3 hrs	2 hrs	2 hrs
History	3 hrs	3 hrs	3 hrs	2 hrs	2 hrs
Civics	--	--	--	2 hrs	--
Mathematics	6 hrs	5 hrs	5 hrs	4 hrs	3 hrs
Physics	--	3 hrs	--	--	--
Chemistry	--	--	2 hrs	--	--

The schools also offer courses for typists (one year), commercial secretaries (two years), experts in penmanship (two years), certified clerks (three years), accountants (four years), and bookkeepers (four years).

PART VI

Secondary Education

SECONDARY EDUCATION

Secondary education in the Argentine Republic is quite centralized in its administration. The President is the head, the Minister of Public Instruction next, the Federal Board of General Inspection (Inspeccion General de Las Escuelas Secundaries) with the Inspector-General as the administrator head of the board. The Inspector-General is assisted by his staff workers. These assistants supervise all the secondary, normal, and special education in the republic.

President Mitre, feeling the need for such a school to train the future leaders of the country, established the first national college (colegio nacional) in 1863. Until about ten years ago, all secondary education had been left to the supervision of the Provinces with the State exercising only a nominal amount of supervision over them. In 1919 secondary education centered around 37 colegios nacionales, which were institutions for boys from 10 to 14 years of age. Entrance into these schools required that the boy hold a leaving certificate from the fifth or sixth grades of the superior primary school. It became a law in February of 1911, by a decree of the National Council, that no child could enter the secondary school without having completed the sixth grade of the public school and received a certificate of satisfactorily passing all educational requirements of that grade. A boy must be twelve years or age to enter the secondary school. This law did two things---- first, it abolished the entrance examination; second, it gave official recognition to the compulsory attendance law for children from six to fourteen years of age.

There are two kinds of secondary schools:

- 1) Those controlled by the Minister of Public Instruction or normal school (escuelas normal);
 - 2) Those administered by the Universities of Buenos Aires, Cordoba, and La Plata or national colleges (colegios nacionales).
- The curriculum followed in both types of secondary schools is the same. The only difference is that students coming from schools under the control of the Minister of Public Instruction are required to pass an entrance examination before they can enter the higher institutions of learning. All pupils from the provincial schools must pass the entrance examinations also.

In the projected law of public instruction, introduced in August 1918, it is provided that all matters relating to secondary education shall be under the authority of the national universities, with full power to regulate the content of courses, curricula, etc. Such a step as this has been seriously considered for some time in the administrative circles as to whether or not it is the best for the whole system to pass this law.

At the present time there are in Argentina 42 national colleges. Ten of these are in the Federal capital and the others are in the large cities of the near-by Provinces.

The secondary private institutions are mostly of the religious type and are conducted as a boarding school. For this reason they are able to do a great deal more in the practical way than the public school, not only for financial reasons but also because of lack of space and equipment. However, the private school is always annexed, or "incorporated," to an official one. This aids in the supervision of all similar education throughout the whole republic. If a private school does not live up to the standards and rules of the national schools, it is closed and discontinued from active participation until such time as it can prove a willingness to cooperate.

COLEGIOS NACIONALES

	HOURS a WEEK by YEARS				
	I	II	III	IV	V
Spanish:					
Literature	6 hrs	3 hrs	3 hrs	--	--
Mathematics:	--	--	--	2 hrs	3 hrs
Arithmetic	3 hrs	2 hrs	--	--	--
Geometry	2 hrs	2 hrs	2 hrs	2 hrs	--
Algebra	--	--	2 hrs	2 hrs	--
Trigonometry	--	--	--	--	2 hrs
Cosmography	--	--	--	--	2 hrs
Natural Sciences:					
Zoology	--	2 hrs	2 hrs	--	--
Botony	--	1 hr	1h r	--	--
Anatomy	--	--	--	3 hrs	--
Physics	--	--	--	3 hrs	3 hrs
Chemistry	--	--	--	3 hrs	3 hrs
Physiology and Hygiene	--	--	--	--	2 hrs
Mineralogy and Geology	--	--	--	--	2 hrs
Geography	2 hrs	3 hrs	4 hrs	2 hrs	--
History	4 hrs	4 hrs	4 hrs	3 hrs	4 hrs
Civics	--	--	--	--	3 hrs
French	4 hrs	3 hrs	3 hrs	2 hrs	--
Italian	--	--	--	2 hrs	3 hrs
English	--	4 hrs	4 hrs	3 hrs	--
Philosophy	--	--	--	3 hrs	3 hrs
Music	2 hrs	2 hrs	1 hr	1 hr	1 hr
Drawing	1 hr	2 hrs	2 hrs	--	--
Penmanship	1 hr	1 hr	--	--	--
Physical Training	4 hrs	4 hrs	4 hrs	4 hrs	4 hrs
	30	33	32	35	35

The more ambitious pupils desirous of secondary education are able to complete the primary grades by their twelfth year and the following five years' course of the better colegios by their sixteenth year, thus obtaining the bachelor's degree after eleven years of schooling.

COURSE of STUDY

The course of study of the national colleges is five years' in length and the normal school is two or four years with an extra year if the student desires to attend. The courses are almost identical in content. The only difference is that the normal school puts the fifth year into pedagogy and practice teaching. The secondary school awards the degree of bachelor (bachiller) to its graduates.

Examinations are held twice a year, at the close and at the beginning of the school year, for those from the primary schools other than national ones.

SECONDARY SCHOOLS

Among the secondary schools are those called national colleges, normal schools, commercial schools, industrial schools, provincial schools, private schools, and Sunday schools.

The colegios are the schools which especially fit their graduates for the University or other Professional institutions. The school of the University of Buenos Aires has a six year course and is the only public school in the country that includes Latin in its curriculum. The chart is shown on the previous page.

There is also the Liceo de Señoritas or the high school for girls which is equivalent to that of the colegio nacional for boys. As a rule the girls follow the normal school and the boys the colegios.

TEACHERS

Teachers for the secondary schools are prepared in the following institutions:

National Institute for Secondary Teachers;
National Institution of Physical Education;
National Academy of Fine Arts;
Normal School for Professors;
Normal School of Modern Languages;
Faculty of Humanities and Educational Sciences;
Faculty of Philosophy and Letters, University of
Buenos Aires;
School of Sciences, University of La Plata.

All teachers in this division are appointed to their positions by subject "catedras" which they are to teach. Usually one teacher can instruct in from one to three subjects. This gives opportunity for their teaching to become a part-time position which they can carry-on while following another full-time profession.

There is no fixed requirement for a candidate to teach in the secondary schools although it is usually demanded that ~~she~~ hold at least a normal school diploma. All teachers are encouraged to pursue higher studies for improvement either through Correspondence, Extension, or Summer School courses. The pay is therefore figured on the "catedras" which the individual instructs. There is no allowance made for the experience which the teacher might have had in years to designate the amount of pay to be received. Language teachers receive \$13 per subject per hour, or \$78 a month for a 50 minute period class per day. Other teachers receive \$16 per hour, or \$96 per month for corresponding periods. Four "catedra" are the maximum allowance officially, but a teacher is

free to teach in the private schools or engage in any business other than teaching, outside of the maximum hours.

In the national schools the yearly salary for each hour of teaching per week for sciences or letters is 504 peso, for languages 476 pesos, and for music, drawing, physical exercises, etc. 448 pesos.

Secondary school professors are appointed by the President of the Republic on the recommendation of the Minister of Public Instruction; the appointment is made by decree bearing the Minister's signature. Professors can be suspended by the Minister but only a Presidential decree, bearing also the signature of the Minister, can deprive them of their posts.

A retirement law provides that any national employee may retire after 30 years of service on a pension of ninety-five per cent of the average salary received during the last five years of service. For this purpose a deduction of five per cent is made from the salary of every employee in the national service.

"FREE" STUDENTS

The secondary school system offers students the opportunity of pursuing secondary studies without attending any particular school. Any student possessing the diploma of elementary education may present himself for examination in the subjects of the secondary school curriculum, no time limit being set for the completion of the whole program. There are about 4000 or more "free" students in Argentina.

PHYSICAL EDUCATION

Some time is devoted daily to calisthenics in the elementary schools, but very little has been done so far to organize inter-

school sports and games. Playgrounds are, however, being established by the municipal administrations through their playground departments.

On the recommendation of the National Commission for Physical Education the Minister of Public Instruction has required the secondary schools to devote two sessions of two hours each per week to physical training and games, which are also found in the courses of the normal schools.

Elementary as well as secondary school teachers of physical training are prepared in the Higher Institute of Physical Education, which is open to those who hold a teacher's diploma. The Institute provides separate courses for men and women; the length of the course is two years with an additional year for advanced work. An elementary training school is attached to the Institute. The enrollment is proportionately fifty men and two hundred women.

Physical education in the Argentine Republic has advanced rapidly in the last ten or more years. Previous to that time a systematic program was not considered necessary for all students. The sports most commonly followed are those of soccer, football, and tennis. Children of all ages participate in these games outside of school hours.

Football goals are now thickly dotted throughout the whole of Argentina, quite irrespective of whether there be any of the original introducers in their neighborhood. The youth of the country has no further need of encouragement or of active aid. They have taken to the pastime as ducks to water. Football has become, to all intents and purposes, the national game of Argentina. Indeed, it is astonishing to view the firm and settled hold which this game has obtained on the general

1 Educational Yearbook - Dr. Ernesto Nelson-p.46

population in the course of a few years. The influence of the game, moreover, is already marked, and it is one undoubtedly of the most important character.¹

The mysteries of cricket are not yet generally understood, although, to turn to the more exclusive recreations, sculling and golf have both obtained a firm hold. The latter game is as popular in Argentina as in other parts of the world. The Argentines, who have so far played on the courses of English clubs, are not striking out for themselves. A mutual affection for football, golf, and the like must necessarily lead to a closer understanding between the two races, English and Argentino.¹

¹ Modern Argentina by W.H.Koebel, p.33

NORMAL SCHOOLS

A normal school in the Argentine Republic is on an equal rating with that of the Secondary Schools. The conditions of admission are the same and it is sometimes called the National High School (liceo).

There are four kinds of Normal Schools; (1) Normal schools for preceptors, giving a course of two years. Graduates from these lower normal schools may teach in elementary rural schools and may become principals of such schools. (2) Normal schools for teachers, giving a four-year course, the first two years of which are identical with those of the lower normal schools. Graduates from these schools may teach in elementary and normal schools, may become principals of elementary schools, and after eight years of experience as teachers in normal schools are eligible to principalships of normal schools. (3) Normal schools for professor, offering a seven-year course, the first four years being identical with those of the normal schools for teachers. One normal school in this class is specially devoted to the teaching of modern foreign languages. (4) Forming a class of itself is the National Institute for the preparation of teachers for secondary schools.

The requirements for admission to the normal school are never more than the completion of the State elementary school, or an equivalent examination, the age of the pupils being 14 years of age and up.

CURRICULUM

The curriculum covers a period of years that vary considerably in different countries. The years are two, four, five or seven. The subjects taught in the Normal Schools are as follows:-

In the Four Year Normal School

Spanish, French, Mathematics, History, Civics, Geography, Science, Music, Manual work, Household arts, Drawing, Physical exercise, Pedagogy and methods, Observation and practice teaching, Psychology, Hygiene and child care. The total number of hours is thirty for the first year; thirty-one for the second; thirty-one for the third; and thirty-two for the fourth.

In the Seven Year School

The previous subjects plus the following:

English, Literature, History, Geography, Political economy, Common Law, Historical grammar, Reading and elocution, Logic, Psychology, Nervous system, History of Education, School legislation, Practice teaching, Hygiene. The total number of hours is twenty-five for the fifth year; ~~twenty~~-five for the sixth year; and twenty-five for the seventh year.

SALARIES

The system of free State education, including State scholarships in the normal schools, tends to make the teacher's salary small. In Buenos Aires the normal graduate just entering the profession receives \$768 per annum.

SOCIAL STANDING

The social standing of the teacher or professor in the schools is very high. Many a person will become a teacher at a low rate of pay just for the social prestige that the position holds with it. There are distinctly two social classes in the Republic -- the wealthy class and the poor class; not a medium class. As the social classes are very marked in difference in the Argentine, one can easily see why the position of a teacher is held so much in favor.

PART VII

University Education

INSTITUTIONS of UNIVERSITY RANK in the ARGENTINE

Buenos Aires:

National University of Buenos Aires (1821),
with faculties of economic sciences; philosophy and
letters; law and social sciences; medical sciences;
agronomy and veterinary science; and exact, physical
and natural sciences.

The National Industrial School of the Nation.

The "Carlos Pellegrini" Higher School of Commerce of the
Nation.

The Higher School of Commerce of the Nation.

The National Academy of Fine Arts and School of Decorative
and Industrial Arts.

Cordoba:

National University of Cordoba (1613),
with faculties of law and social sciences; medical
sciences; exact, physical and natural sciences.

Corrientes:

Faculty of Agriculture, Agronomy and related industries
of the National University of Litoral.

La Plata:

National University of La Plata (1905),
with faculties of juridical sciences; pure and applied
fisico-mathematical sciences; chemistry and pharmacy;
museum and natural sciences; veterinary medicine; agron-
omy; humanities and the science of education; medical
sciences.

Mendoza:

National School of Viticulture, Fruit Culture, and Farming
of Mendoza. (1921)

Parana:

Faculty of the Sciences of Education of the National
University of Litoral (1920).

Rosario:

The following listed faculties of the National University of Litoral, are located at Rosario: (1920)

Faculty of Mathematics, Fisico-chemical and Natural sciences. Faculty of Medical Sciences. Faculty of Economic, political and commercial sciences.

San Juan:

National School of Chemical Industries (1921)

School of Agriculture

Santa Catalina:

School of Agriculture and Agronomy of the National University of La Plata.

Santa Fé:

National University of Litoral (1920)
with faculties of juridical and social sciences; and
of industrial and agricultural chemistry. (For other
faculties, see Corrientes, Parana, and Rosario).

Tucuman:

National University of Tucuman (1914).

Higher School of Commerce of the Nation.



MATRICULATION of the SCHOOLS of the UNIVERSITY of BUENOS AIRES

1928

SCHOOL DEPARTMENT	TOTAL
Medical School	3,746
School of Pharmacy	172
Course for doctorate in pharmacy	67
School of Dentistry	520
Course for doctorate in dentistry	86
School of Obstetrics	202
Course for visiting health nurses	64
Kinesitherapy	71
Medical legislation	19
School of Agriculture	200
Veterinary school	150
Law School	552
School for Notaries	416
Course for doctorate in law	8
School for Diplomas in Faculty of Law	5
School for Attorneys	66
Course for doctorate in economic sciences	694
Course for national public accountants	113
Course for diplomats in faculty of economic sciences	4
School of Philosophy and Letters	240

UNIVERSITY EDUCATION

University education is the autonomous of all the departments. They are a legal organization within themselves and prefer to remain in that capacity as long as possible.

There are three groups of universities: The first group: The principal object of each university was to promote the cause of religion in the colonies by providing educated clergy numerous enough to care for the spiritual welfare of the settlers and to further the work of evangelization among the natives. The central department of the institution was the faculty of letters and philosophy, through which all students must pass on their way to the professional schools. There was a professional school for medicine but the one professional school that flourished was the faculty of theology. It was for it that the university was created, and to it led all academic avenues.

The second group sprang into existence in the era of national independence. After several abortive attempts extending over a period of twenty years, the University of Buenos Aires was definitely organized in 1821 by the consolidation of existing academies of law and medicine, and the erection of other faculties. Since then the University of Buenos Aires has attained a full complement of faculties. In the university establishment of the second period the church had no part, at least not as an organization. In this same period the old universities were taken over more or less completely by the state, and in many added importance was at once given to the subjects of medicine and civil law. National self-preservation demanded national schools of juris-prudence. Consequently, in the old

universities, as well as in the newly created ones, the faculty of law and political sciences assumed such importance that it soon overshadowed by far the most important department of higher education.

The definitive organization of the medical faculty as a distinct department of the university dates also from the same period as that of law. In Buenos Aires a school of medicine was founded in 1801 and enlarged in 1821. In 1821 it amalgamated with the new university. At about the same period the department consisted of a single professorship, but with advance of scientific study it developed into the *facultad de ciencias exactas* embracing all physico-mathematical sciences. When it exists as an independent institution it is commonly called the polytechnic school, or the school of engineering. This latter appellation is often used even when it forms a part of the university, to the disregard of the official nomenclature (*facultas de ciencias exactas*). This origin of this faculty owes nothing to political or national development, but is rather traced to the academic influence of the Encyclopedistes of France, which urged the importance of mathematical and scientific studies, and whose ideas were in great part incorporated into the French system of education under the First Republic, to be imitated later in the Spanish republics of America.

The third group of institutions of higher education are those which have been founded in recent times in Latin America and owe their existence to a variety of circumstances and motives. The foundation of such universities as that of Santa Fe, in Argentina, in 1890, are due to local pride and ambition, coupled with difficulties of communication with older university centers.

There is an unmistakable tendency in Latin America to increase

the number of higher educational institutions, although conditions economic and otherwise do not always warrant the new foundations. New centers of population are zealous to complete their attractiveness by adding a university to their civil advantages. Regional jealousies and local politics contribute also to strengthen the movement. In Spanish America a national capital exerts an indescribable attraction on the cultured and educational classes. Professional men prefer to live poorly, if necessary, in this center of social refinement rather than to enjoy opulence in a provincial town. The Provinces lack educated leaders and trained public servants. This is the reason ascribed to the foundation of the law school of Santa Fé, in Argentina, which has recently added other departments of instruction and promises soon to become a complete university. Neither great distance nor difficulty of travel separates it from the National University of Buenos Aires on the south or Córdoba on the west.

In 1882 the Province of Buenos Aires transferred the seat of provincial government from the city of Buenos Aires to the town of La Plata, distant an hour's ride by rail from the Federal capital. Local pride was stirred to the highest pitch of enthusiasm. In 1897 a provincial university was established, embracing the faculties of law and social sciences, of physics, mathematics, and astronomy, of agronomy, and veterinary medicine. A practical agricultural and veterinary school was also affiliated with the university, while an extensive astronomical and meteorological station, and a splendid museum of ethnology and natural history completed the educational equipment.

This organization continued for eight or nine years. The number of students was always small. There could be but little academic spirit. The element of vigorous emulation was wanting.

The Province lost its enthusiasm for the educational enterprise, and as the institution was simply a miniature copy of the great university of Buenos Aires, there was no real need for its existence. As early as 1902 the Province began to relinquish its responsibility in favor of the National Government. At this junction, a band of Argentine educators, imbued with the spirit of pure scholarship, conceived the idea of converting the institution into a university more nearly approaching the European or North American types. Through their influence the Province was induced to transfer the university with all its buildings, grounds, and equipment, and endowment to the National Government.

In 1905 the institution became the "Universidad Nacional de la Plata" and started out on a new career, under a very different organization and with changed policies. The school of medicine was very wisely abandoned. The proximity of the University of Buenos Aires rendered futile the continuance of a professional school which required extensive laboratories, large chemical facilities, and great hospitals. The school of law was incorporated into the broader faculty running parallel with a teachers' college and a college of philosophy and arts, while above the three sections is an advanced course leading to the degree of doctor. The engineering school is organized on a different plan from that usually followed in South America, and scientific study occupies a large place. The natural sciences, so called (chemistry, botany, zoology, geography, etc.) are grouped in one faculty that offers courses varying in length from three to five years, and the physical, mathematical, and astronomical sciences comprise another faculty with several lines of study ranging from three to five years, and the physical,

mathematical, and astronomical sciences comprise another faculty with several lines of study ranging from two to six years in length. The school of natural sciences prepared pharmacists and professors of the respective sciences; the school of physical sciences prepares civil, electrical, mechanical, and ~~architectural~~ engineers, and professors of mathematics and physics. The pedagogical character of the university is very marked. Its avowed policy is to train scientists, scholars, and teachers, rather than lawyers, pharmacists, and engineers. Its aim is scholarly,-- not professional, and its organization is planned to produce this result. In the traditional university of Spanish America social sciences are studied only in the law school with the view of their application to jurisprudence; natural sciences are pursued only in the medical schools for their bearing on medicine; and physico-mathematical sciences are found only in the engineering schools. In the various faculties the tendency is to put the application of the science above the science itself. In La Plata the policy is exactly the opposite; the subject comes first, and, above all, scientific method is insisted upon whether the studies are natural, physical, social, or juridical sciences.

The institutions of higher learning in Latin America can therefore be classed historically as colonial and clerical, national and provincial.

The full complement of faculties in the Spanish-American university comprises letters and philosophy, theology, law, medicine, and science of engineering, to which is sometimes added agriculture. In many institutions the faculty of letters and philosophy is in reality, a higher normal school or college as in Argentina.

In place of the church university bishops founded diocesan seminaries for the training of priests, and the archbishop established a (gran siminario) of advanced study. Students from the seminary occasionally present themselves before the university faculty to receive the degree of doctor of divinity, but more often they go, or are sent by the prelate, to Rome to complete their theological studies and to receive there the final academic sanction. Taking into account these deductions it will be observed that the university of today usually comprises in reality only the schools of law, medicine, and engineering. In many countries the department of agriculture is an entirely separate institution, but always of university rank.

The student is usually a bachelor of letters or science when he enters the professional school, since in Latin America these degrees represent the completion of secondary studies as they do in France and some other European countries. In many law faculties there is an intermediate degree of bachelor of laws, which may be obtained after about three years of study. It is not always synonymous with the professional title in countries where the doctorate is conferred in law and scientific faculties. It is purely academic distinction, as it does not confer the privilege of practicing the profession. It is a traditional custom and is universally recognized as superfluous.

The final university degree in each faculty is conferred by the university of professional as the right to practice a profession, the degree of doctor. The graduate may have some additional forms to observe, but they are only forms and imply no further examination.

The professional title is abogado, ingeniero, arquitecto, or agronomo, while the doctorate of laws and sciences is conferred

as the result of a second examination presupposing advanced and additional studies. In the law school, however, the student usually strives to become a doctor and can often win this degree in the same time that is allotted for the acquisition of the professional title. The university of La Plata is battling against this tendency by compressing the regular law course into four years (instead of five or six years, as usually required) and demanding two additional years of strictly post-graduate studies for the doctorate.

The title of doctor, little matters in what department it is earned, is highly esteemed in Latin America. Its possession confers social distinction, and, if it be in law, a decided political prestige.

In all the faculties the lecture method is used almost exclusively, even in the first years, and there is no control of the student's application to study save the year-end examination. There are no quizzes, no mid-term test, and promotion depends entirely on the oral examination at the end. Even attendance at lectures is largely a matter of option. It is true that the university prescribes that a student absent from a certain proportion of lectures or laboratory exercises can not come up for examination at the end of the year, but as "reasonable excuses" for absence are admitted the rule becomes exceedingly flexible.¹

Should a student fail in one subject in the university he is not allowed to continue his schooling for that year but must take another examination at the close of the year before he is able to reenter the following year. There are no student fraternities, socials, or clubs because the whole attitude is

¹ U.S. Bureau of Education Bulletin 1912 #30

that of study and no play while attending the institution. Only in the privately controlled institutions are there houses for the students.

Certificates and diplomas relating to many professions are frequently costly affairs. In 1914 Mr. Koebel in his book "Argentina: Past and Present" writes the following in regard to education: "Although the standard of education in the Argentine Republic itself is now high, the great majority of youthful Argentines of the wealthier classes still proceed to Europe for their concluding studies. The linguistic propensities of the nation are, in consequence, well developed. A knowledge of French is universal, and it is satisfactory to note that the study of English is becoming more and more general."

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